

## Cherryvale Elementary

1420 Furman Drive  
Sumter, SC 29154

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	526 Students	
<b>Principal</b>	Jeannie Pressley	803-494-8200
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	28	83	22

## IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Good	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Below Average	Yes
<b>2006</b>	Below Average	Good	No

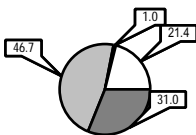
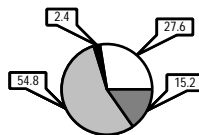
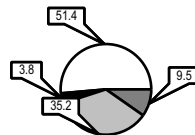
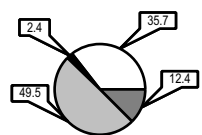
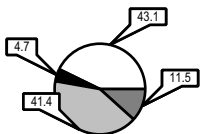
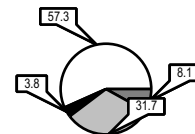
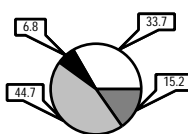
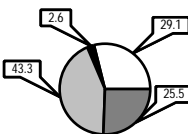
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	259	83.8	21.4	48.4	26.6	3.6	41.7	Yes	No
<b>Gender</b>									
Male	151	75.5	26.7	51.5	17.8	4.0	32.7	N/A	N/A
Female	108	95.4	15.4	45.1	36.3	3.3	51.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	74	81.1	12.7	38.2	38.2	10.9	61.8	Yes	No
African American	177	85.3	24.2	52.3	22.7	0.8	34.8	Yes	No
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	164	100.0	18.2	50.0	30.4	1.4	44.6	N/A	N/A
Disabled	95	55.8	31.8	43.2	13.6	11.4	31.8	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	83.8	21.4	48.4	26.6	3.6	41.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	258	84.1	21.4	48.4	26.6	3.6	41.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	225	81.8	22.2	48.1	27.2	2.5	42.0	Yes	No
Full-pay meals	34	97.1	16.7	50.0	23.3	10.0	40.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	259	86.1	24.1	54.4	16.4	5.1	33.8	Yes	Yes
<b>Gender</b>									
Male	151	78.8	26.9	51.9	15.4	5.8	29.8	N/A	N/A
Female	108	96.3	20.9	57.1	17.6	4.4	38.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	74	85.1	15.8	38.6	36.8	8.8	56.1	Yes	Yes
African American	177	87.0	28.6	60.2	8.3	3.0	24.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	164	100.0	22.3	57.4	16.9	3.4	33.8	N/A	N/A
Disabled	95	62.1	29.8	44.7	14.9	10.6	34.0	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	86.1	24.1	54.4	16.4	5.1	33.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	258	86.4	24.1	54.4	16.4	5.1	33.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	225	84.0	22.6	56.7	15.2	5.5	31.1	Yes	No
Full-pay meals	34	100.0	32.3	41.9	22.6	3.2	48.4	N/A	N/A

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	259	91.1	48.0	37.8	10.7	3.6	14.2
<b>Gender</b>							
Male	151	87.4	49.6	35.1	11.5	3.8	15.3
Female	108	96.3	45.7	41.5	9.6	3.2	12.8
<b>Racial/Ethnic Group</b>							
White	74	93.2	37.9	31.8	22.7	7.6	30.3
African American	177	90.4	52.6	39.5	5.9	2.0	7.9
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	164	100.0	44.6	39.2	12.8	3.4	16.2
Disabled	95	75.8	54.5	35.1	6.5	3.9	10.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	91.1	48.0	37.8	10.7	3.6	14.2
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	258	91.1	47.8	37.9	10.7	3.6	14.3
<b>Socio-Economic Status</b>							
Subsidized meals	225	89.8	49.0	37.1	9.8	4.1	13.9
Full-pay meals	34	100.0	41.9	41.9	16.1	0.0	16.1

<b>Social Studies</b>							
All Students	259	90.7	34.7	48.4	12.0	4.9	16.9
<b>Gender</b>							
Male	151	86.8	37.4	45.0	12.2	5.3	17.6
Female	108	96.3	30.9	53.2	11.7	4.3	16.0
<b>Racial/Ethnic Group</b>							
White	74	93.2	22.7	42.4	22.7	12.1	34.8
African American	177	89.8	38.8	51.3	7.9	2.0	9.9
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	164	100.0	31.8	50.7	14.9	2.7	17.6
Disabled	95	74.7	40.3	44.2	6.5	9.1	15.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	90.7	34.7	48.4	12.0	4.9	16.9
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	258	90.7	34.4	48.7	12.1	4.9	17.0
<b>Socio-Economic Status</b>							
Subsidized meals	225	89.3	34.5	49.0	11.3	5.2	16.5
Full-pay meals	34	100.0	35.5	45.2	16.1	3.2	19.4

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	79	100.0	6.6	39.3	54.1	0.0	54.1
	4	71	100.0	42.1	36.8	21.1	0.0	21.1
	5	60	100.0	19.5	65.9	12.2	2.4	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	80.5	23.1	36.9	35.4	4.6	40.0
	4	84	84.5	17.5	55.6	25.4	1.6	27.0
	5	88	86.4	23.4	53.1	18.8	4.7	23.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	79	100.0	21.3	63.9	13.1	1.6	14.8
	4	71	100.0	40.4	40.4	14.0	5.3	19.3
	5	60	100.0	22.0	58.5	9.8	9.8	19.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	82.8	22.7	62.1	10.6	4.5	15.2
	4	84	88.1	28.1	50.0	18.8	3.1	21.9
	5	88	87.5	21.5	50.8	20.0	7.7	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	79	100.0	45.9	36.1	18.0	0.0	18.0
	4	71	100.0	66.7	17.5	12.3	3.5	15.8
	5	60	100.0	43.9	34.1	9.8	12.2	22.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	55.8	35.1	6.5	2.6	9.1
	4	84	85.7	50.7	32.9	12.3	4.1	16.4
	5	88	87.5	37.3	45.3	13.3	4.0	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	79	100.0	39.3	47.5	11.5	1.6	13.1
	4	71	100.0	49.1	38.6	10.5	1.8	12.3
	5	60	100.0	46.3	36.6	12.2	4.9	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	31.2	57.1	10.4	1.3	11.7
	4	84	85.7	32.9	42.5	19.2	5.5	24.7
	5	88	86.4	40.0	45.3	6.7	8.0	14.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 526)</b>				
First graders who attended full-day kindergarten	83.1%	Down from 89.0%	100.0%	100.0%
Retention rate	8.3%	Down from 8.5%	3.9%	2.8%
Attendance rate	95.6%	Down from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	16.2%	Up from 11.9%	0.1%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	13.9%	Up from 11.0%	0.0%	0.0%
Eligible for gifted and talented	2.6%	Down from 5.0%	5.1%	10.4%
On academic plans	38.9%	N/AV	46.0%	33.6%
On academic probation	26.2%	N/AV	1.0%	1.0%
With disabilities other than speech	18.6%	Down from 19.4%	7.1%	7.5%
Older than usual for grade	5.6%	Down from 7.8%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 37)</b>				
Teachers with advanced degrees	51.4%	Down from 52.8%	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	13.0%	N/A	3.9%	2.4%
Teachers with emergency or provisional certificates	15.2%	Down from 17.2%	0.0%	0.0%
Teachers returning from previous year	82.8%	Down from 83.2%	85.3%	87.3%
Teacher attendance rate	97.3%	Up from 95.6%	94.7%	94.9%
Average teacher salary	\$38,232	Up 2.1%	\$41,467	\$42,485
Prof. development days/teacher	26.0 days	Down from 30.6 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 18.3 to 1	16.9 to 1	18.6 to 1
Prime instructional time	92.2%	Up from 90.7%	88.8%	89.7%
Dollars spent per pupil*	\$5,692	Down 1.1%	\$7,190	\$6,557
Percent of expenditures for teacher salaries*	58.6%	Down from 60.6%	61.9%	64.0%
Percent of expenditures for instruction*	64.8%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.0%	Up from 92.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cherryvale Elementary School continues to be committed to challenging students to reach their highest academic level by holding high expectations for all. Our curriculum continues to be standards driven with the staff receiving continuous opportunities for staff development training in Best Practices. This year, a major focus for us has been in the area of improved literacy. Many teachers from the school attended a weeklong training provided by Connie Prevatte. Our district literacy coach provided sessions throughout the year with a focus on the use of readers' and writers' workshops. Teachers also received training that involved utilization of the science lab, Calendar Math, and Teaching American History.

Many of our students take advantage of our extended day program offered from 7:30-8:00 each morning. During this time, teachers provide enrichment activities to reinforce and challenge student learning. Content is based on the need of the students. Benchmark tests aid us in determining the individual and/or class areas of weakness.

Parents receive training and materials for working with their children through our Parent Resource Center. Topics covered include reading, math, science and social studies. For those with computers at home, training helps them in finding websites that can be used to support instruction through technology. The library is available for parents to search websites and print materials that can be used if no computer is available in the home. The media center opens on designated Saturdays for parents to become active in our reading programs.

To ensure that we continue to provide the best for our students, our site-based planning team reviews our school plan each year and makes recommendation for modifications. The plan is shared with our Title I Committee, School Improvement Committee, parents, and community members to receive suggestions from them as well.

We find that our greatest challenge is time. Students come to school at many different academic levels and have great social and emotional needs. We will be working with the University of South Carolina-Sumter and Morris College next year to develop a mentor program that we hope will address the many needs of our students. We know that together we can make a difference for all students.

Jeannie Pressley, Principal  
Billy Frady, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	18	57	47
Percent satisfied with learning environment	94.4%	82.1%	89.1%
Percent satisfied with social and physical environment	94.4%	84.2%	89.1%
Percent satisfied with school-home relations	70.6%	87.3%	90.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.